Course Number: SOWK 688  
Course Title: MSW Concentration Field Placement  
Credit Hours: 15  
Semester: Fall, Spring, Summer  

I. CSWE COMPETENCIES:  

1.1. Demonstrate ethical and professional behavior  
1.2. Engage diversity and difference in practice  
1.3. Advance human rights and social, economic, and environmental justice  
1.4. Engage in practice-informed research and research-informed practice  
1.5. Engage in policy practice  
1.6. Engage with individuals, families, groups, organizations, and communities  
1.7. Assess individuals, families, groups, organizations, and communities  
1.8. Intervene with individuals, families, groups, organizations, and communities  
1.9. Evaluate practice with individuals, families, groups, organizations, and communities  

II. PREREQUISITES:  
SOWK 500 with a C or better; SOWK 511; SOWK 515; SOWK 520; SOWK 530; SOWK 588 with an S grade; SOWK 592.  

III. Course description: Integrate and apply advanced generalist professional competencies learned across coursework through direct practice in an agency setting completing 675 hours. Demonstrate competency in professional knowledge, values, skills, and affective and cognitive processes for advanced generalist social work practitioners.  

IV. COURSE LEARNING OBJECTIVES AND CONTENT OVERVIEW: The MSW Concentration field placement is comprised of 675 hours of supervised advanced generalist practice experience, over two semesters for full-time Concentration year MSW students, and up to four semesters for part-time MSW students. Students are placed in an approved agency/practice setting that provides field instruction and supervision and has the capacity to offer sufficient opportunities for students to apply, practice, and demonstrate professional Social Work Competencies and Behaviors as specified by the Council on Social Work Education (CSWE), 2015 Educational Policy and Accreditation Standards (EPAS).  

The student is expected to build on foundation competencies and professional behaviors acquired through the MSW Advanced Generalist coursework. The Concentration MSW Field placement provides supervised, structured learning experiences and assignments that
facilitate practice within the context of the more complex concentration social work competencies.

All coursework assignments in the concentration year are designed to be carried out, implemented, or completed in the field placement agency. This important element of the field program allows for an integration of classroom learning with field experience. The course focuses on concentration level practice behaviors that address each of the Council on Social Work Education’s Educational Policy and Accreditation Standards (CSWE EPAS, 2015). Assignments are designed to address all levels of practice and build upon foundation practice competencies. Through hands-on practice, students will integrate dimensions of professional knowledge, values, skills, and affective and cognitive processes, and demonstrate competence through observable behaviors.

**Course Learning Objectives:** Carrying out the Council on Social Work Education's Advanced Generalist professional competencies for MSW practitioners, students will demonstrate their ability to:

**Competency 1:**
**Demonstrate ethical and professional behavior**
Practitioners in advanced generalist social work model ethical standards of professional behavior at all levels of practice. Advanced generalist social workers articulate and advocate for social work values and ethics in practice, research and policy arenas. Practitioners in advanced generalist social work demonstrate enhanced professional judgment and behavior. **An Advanced Generalist Practitioner will:**
- Model professional demeanor in behavior and all modes of communications.
- Consistently model conscious use of self, self-reflection, self-monitoring, and self-correction in practice.
- Provide supervision and consultation to guide others.
- Provide leadership in resolving complex ethical dilemmas by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and ethical conduct of research as appropriate to practice.

**Competency 2:**
**Engage diversity and difference in practice**
Practitioners in advanced generalist social work are knowledgeable about many forms of diversity and difference and how these influence professional relationships and understandings of social problems at all levels of practice. Advanced generalist social workers critique, synthesize and differentially apply human behavior and social theories to guide advanced generalist practice and recognize how practice choices on all levels are impacted by cultural context. **Advanced generalist** social workers use and apply research knowledge of diverse populations to enhance client wellbeing, to work effectively with diverse populations, and identify and use practitioner/client differences and life experiences from a strengths perspective.
An Advanced Generalist Practitioner will:

- Critique, synthesize and differentially apply human behavior and social theories to guide advanced generalist practice and recognize how practice choices on all levels can be impacted by cultural context.
- Model anti-oppressive practice and critically evaluate the impact of culture, privilege, and oppression, on one’s personal and professional behavior.
- Provide leadership and actively promote opportunities for diverse perspectives and participation of diverse constituencies.
- Adapt interventions in culturally responsive ways that challenge oppressive systems and that show recognition of issues of intersectionality at the micro, mezzo, and macro levels.

**Competency 3:**
**Advance human rights and social, economic, and environmental justice**

Practitioners in advanced generalist social work critically apply knowledge about oppression, historical trauma and human rights violations on the lives of clients at all levels of practice. **Advanced generalist** social workers challenge the structures that perpetuate oppression and embrace the obligation to advance human rights and foster social, economic and environmental justice. They will advocate for policies to ensure that social goods, rights and responsibilities are distributed equitably.

An Advanced Generalist Practitioner will:
- Utilize an integrative, anti-oppressive perspective to promote human rights as well as equitable access to services and resources for vulnerable groups.
- Design and implement and lead strategies to redress mechanisms of oppression and discrimination in order to advance social, economic, and environmental justice across system levels.

**Competency 4:**
**Engage in practice-informed research and research-informed practice**

Practitioners in advanced generalist social work critically integrate scientific evidence for social work interventions at all levels of practice. **Advanced generalist** social workers apply ethical and culturally responsive/relevant research methods to improve practice.

An Advanced Generalist Practitioner will:
- Conduct practice in a recursive and research-informed manner.
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and multiple sources of evidence.
- Use and translate research evidence to inform and improve practice policy and service delivery.

**Competency 5:**
**Engage in policy practice**

**Advanced generalist** social workers analyze and evaluate the relationship between social policy at the international, federal, state, and local levels and the provision of social work services in communities and organizations. They engage collaboratively with organizational...
and community interests to assess, formulate and amend policies that improve social services. An Advanced Generalist Practitioner will:

- Apply multiple social policy analysis frameworks at the organizational local, state, and federal level to understand the implications of policies on well-being, service delivery, and access to services for people living in rural and urban communities
- Intervene in the policy-making process in order to advocate for clients and constituencies at all levels of service delivery
- Provide interdisciplinary, collaborative leadership in initiating, promoting and advocating for policies that advance human rights and social, economic, and environmental justice.

**Competency 6:**

**Engage with individuals, families, groups, organizations, and communities**

Practitioners in advanced generalist social work engage with individuals, families, groups, organizations and communities in a client-centered, strengths-perspective orientation that builds rapport through affirmation of the client’s perspective and goals. Advanced generalist social workers purposefully use differential engagement skills in preparing for interaction with multiple systems in a culturally responsive manner.

An Advanced Generalist Practitioner will:

- Model effective engagement practices that mitigate personal biases, in order to build productive rapport with client systems that align with professional values.
- Use differential engagement skills for empathy, reflection, and use of self to effectively and respectfully engage diverse clients and constituencies in complex practice situations.

**Competency 7:**

**Assess individuals, families, groups, organizations, and communities**

Practitioners in advanced generalist social work assess individuals, families, groups, organizations and communities using a multi-level, ecological approach to identify the locus of intervention targets. Advanced generalist social workers apply diverse theoretical frameworks, conduct complex analysis of human development, life cycle issues, and consider relevant policy, environmental and structural issues within a strength’s based assessment of social change potential. Advanced generalist social workers engage in assessment processes using currently accepted tools.

An Advanced Generalist Practitioner will:

- Identify, evaluate, select, and potentially modify assessment tools, methods, and approaches in advanced practice with consideration for the needs, backgrounds, and characteristics of clients and constituencies
- Collect and critically synthesize multiple points of assessment information (HBSE and other multidisciplinary theory, data from assessment tools, practice experiences, diverse client characteristics, research findings, interviews, etc.) to create a comprehensive assessment.

**Competency 8:**

**Intervene with individuals, families, groups, organizations, and communities**

Practitioners in advanced generalist social work differentially apply multiple types of
intervention strategies using culturally grounded approaches with individuals, families, groups, organizations and communities. Advanced generalist social workers use and critically analyze multiple theoretical perspectives and evidence-informed practices at multiple levels to enhance client system health and well-being.

An Advanced Generalist Practitioner will:
- Critically assess and apply appropriate intervention strategies in response to client systems’ unique circumstances and needs.
- Design, lead and implement an intervention strategy based upon assessment data at multiple system levels.
- Provide leadership on interprofessional teams, rooted in the social work perspective that promotes collaboration in designing and implementing interventions.

**Competency 9:**
**Evaluate practice with individuals, families, groups, organizations, and communities**
Practitioners in advanced generalist social work evaluate practice with individuals, families, groups, organizations and communities at multiple levels of client system intervention.

Advanced generalist social workers use appropriate evaluation tools to determine the effectiveness of applied interventions across multiple client systems.

An Advanced Generalist Practitioner will:
- Identify measurement tools appropriate to selected research designs.
- Use self-reflection, supervision, and research to regularly evaluate and to improve practice.

V. **INSTRUCTIONAL METHODOLOGY:**

To gain entry into the field placement, students must have completed all prerequisite courses. Students complete the following steps for assignment to a field placement:

1. Following instructions provided to students eligible for SOWK 688, students complete a field placement application that includes a resume. The application is submitted to the Field Education Office.

2. The student schedules a pre-placement interview with the assigned Field Education Program coordinator. During this interview, the field coordinator and the student will identify potential field placement sites while considering student interests, learning goals, career goals, and setting preferences.

3. The student schedules an interview with the agency under consideration.

4. Selection of the field placement agency must be approved by the Field Office prior to finalizing the placement. A signed field contract between the field agency and the student is submitted to the Field Office prior to the start of the placement.
5. During the first week of placement, students must attend a SOWK 688 Concentration Field Placement orientation. The date, time, and location of the orientation will be announced.

**Attendance and Participation:** Students are expected to fulfill the required field hours (including weekly supervision), and to complete all forms related to their placements. As part of the development of a professional social worker, students are expected to demonstrate professional behavior in their agency settings and to abide by agency policies within ethical guidelines.

**VI. MODE OF DELIVERY:**

In a supervised agency setting, students are provided with opportunities to engage in advanced generalist practice with individuals, groups, families/households, organizations, and communities. This practice is within the context of the advanced generalist social work competencies and professional behaviors. Student practice is supervised by designated staff on-site; scheduled field instruction and supervision are provided by an MSW field instructor assigned by the agency.

The MSW field instructor will provide a teaching/learning environment that enables students to practice and in each of the CSWE-EPAS (2015) Core Competencies in order to demonstrate integration of Knowledge, Values, Skills, and Affective and Cognitive processes through observable professional behaviors.

**Students with Disabilities – Equal Access and Non-Discrimination**

Colorado State University is committed to the non-discrimination and equal access mandates set forth by Section 504 of the Rehabilitation Act of 1973 and by the Americans with Disabilities Act of 1990 (ADA), as amended. Unlike the Individuals with Disabilities Act (IDEA) that governs elementary and secondary education, Section 504 and the ADA do not guarantee a student will graduate. Instead, as civil rights legislation, these two mandates prohibit discrimination based on disability or handicap. Accommodations and modifications are made so that otherwise qualified students with disabilities have an equal opportunity to participate in or benefit from the programs and activities provided and sponsored by Colorado State University. For more information on the university’s commitment to non-discrimination requirements in educational programs, contact the Equal Opportunity Office, 101 Student Services, (970) 491-5836.

**Accommodations Policy: Students with special needs:** Please discuss with your instructor any special needs that may affect your learning or ability to complete the course assignments during the first week of class. As required by Section 504 of the Rehabilitation Act, appropriate accommodations will be made for students with documented disabilities. Contact the Student Disability Center office for more information: 970-491-6385 or [https://disabilitycenter.colostate.edu](https://disabilitycenter.colostate.edu).
VII. **TEXTS AND LEARNING RESOURCES:**

**Required Texts & Readings**
The primary resources in the MSW Concentration Field Placement are the student’s placement experiences, the MSW field instructor, the faculty field liaison, and student colleagues. Faculty field liaisons maintain regular contact (one to two visits per semester, as determined by faculty field liaisons in accordance with School policy) with each student/field instructor pair and are available as needed. Students should be familiar with the content of the SOWK 588/688 MSW Field Education Manual.

**Supplemental texts and readings** may be assigned by the Field Instructor.

VIII. **COURSE SCHEDULE:**

Students complete 675 hours of supervised practice in a field agency setting. Full-time MSW students complete these hours over the course of two semesters; part-time MSW students may take up to four semesters to complete the course. The hours per week in the practice setting vary; a schedule is determined, specific to the placement that allows completing the requisite hours. Students are required to schedule one hour per week of supervision (for full-time students). Faculty field liaisons maintain a minimum of two substantial contacts per semester (typically, in-person, at the agency site), and additional contact as needed. Students are required to document their field hours throughout the placement.

IX. **ASSIGNMENTS:**

Assignments and learning experiences are developed and identified within the first three to four weeks of the field placement. The student, MSW field instructor, and on-site supervisor collaborate to identify assignments and tasks addressing each of the Core Competencies. The faculty field liaison consults on, and approves, the SOWK 688 Concentration MSW Learning Plan.

**Instructions for developing a SOWK 688 Concentration MSW Learning Plan:**

Utilizing the Internship Activities-Tasks-Competencies form during the first week or two of the placement, the student will generate a list of internship activities and tasks that are potentially a part of the internship experience. The student, field instructor, and on-site supervisor (if the field instructor is not an employee on-site at the agency), may collaborate on the list. The list can be expanded during the placement. For each task or activity, identify which CSWE Core Competencies are addressed. Each activity may address multiple competencies.

Utilizing the Activities and Tasks list developed, fill in the Learning Experiences and Assignments on the Learning Plan Worksheet matching these, or components of these activities, with each of the Core Competencies and their respective professional behaviors. The learning plan should be developed in collaboration with the field instructor and may include consultation with the field liaison.
The learning experiences and assignments may be copied and pasted into the SOWK 688 Learning Plan (DocuSign) form. Completed SOWK 688 Learning plans are submitted to the field liaison, via DocuSign, by the specified due date, which is about four weeks after the first day of the field placement.

The Activities-Tasks-Competencies form and the Learning Plan Work sheet are linked on the Field Toolbox page of the website under Student Resources.

The student will track their progress on learning goals and assignments throughout the SOWK 688 Field Placement. The Learning Plan may be adjusted during the course of the placement.

X. METHOD OF EVALUATION:

Evaluations (Progress Reports and the Final Evaluation) are based on student demonstration of the professional behaviors through the assigned activities, tasks, and learning experiences detailed on the SOWK 688 Learning Plan. The field instructor is responsible for rating the student’s demonstration of professional behaviors. The student, field instructor, and on-site supervisor (if there is one separate from the field instructor) should collaboratively assess progress and evaluation throughout the placement.

The SOWK 688 Progress Report and Final Evaluation are completed and submitted to the field liaison via DocuSign at the specified due dates at the end of each semester. For students in a two-semester field placement, the SOWK 688 Progress Report is due at end of the first semester; and the SOWK 688 Final Evaluation is due at the end of the final semester of the placement. For part-time students completing SOWK 688 over the span of three or more semesters, the SOWK 688 Progress report is due at the end each semester that is not the final semester of the placement.

Grading Scale: SOWK 688 Final Evaluation rubric score indicates Satisfactory or Unsatisfactory grade.

XI. COURSE POLICIES:

Attendance
Students are expected to be present at their field placement during the specified hours and days. An agreed-upon schedule should be developed prior to, or at the beginning of, the field placement. Anticipated time off from the placement should be scheduled with the field instructor or supervisor at the beginning of the placement or semester, or with sufficient notice to the agency.

For multi-semester placements, students should make arrangements and gain approval for expected time off between or during the semesters (such as winter break or spring break). Procedures and communication regarding unanticipated time off (e.g., illness or emergencies) should be clarified with the field agency at the beginning of the placement.

Students are expected to attend all scheduled field instruction and/or supervision sessions. Students are expected to attend scheduled meetings with the field liaison.
While the field agency may have a formal process of recording student field hours completed, students should track their field hours throughout the course of the placement.

**Professionalism**
The School of Social Work has the following Standards/Expectations for Professional Behavior:

*Appropriate attire*— dressing in casual/business attire appropriate to the agency’s protocol

1. **Attendance and punctuality**— establishing and maintaining a regular schedule; following the agency’s (not the University’s) operational schedule; maintaining a current time sheet/log of placement hours; arriving before the appointed time; being prepared to engage as a working professional; providing prompt notification of tardiness or absences

2. **Respectful demeanor and interactions**— demonstrating respect and deference to staff/clients/peers; conducting oneself in a manner consistent with the values and ethics of NASW and the profession

3. **Professional language and communications**— demonstrating professional oral and written (including electronic) communication skills; using discretion and appropriate professional language in addressing clients/staff/peers; “filtering” language to limit emotional reactivity/content; being very selective in communicating with colleagues outside of regular work hours (e.g. weekends, evenings)

4. **Appropriate effort and initiative**— collaborating with one’s supervisor to identify and complete a weekly work plan/set of work tasks; completing higher priority tasks before secondary tasks; following through on appointed tasks and activities; spending placement hours in professionally useful activity; showing a genuine interest, initiative and engagement in the daily life of the organization; demonstrating intellectual and professional curiosity and insightfulness

5. **Accountability and integrity**— being accountable to the agency’s practice guidelines and expectations; completing tasks and activities in a professional, high quality and timely manner; speaking and acting on behalf of the agency only as authorized by one’s role and responsibilities; maintaining professional integrity and honesty in all activities/interactions; representing accurately the placement hours worked and tasks completed

6. **Boundary maintenance and ethical practice**— maintaining client/agency confidentiality standards, especially when using cell phones/electronic devices; upholding NASW ethical standards and seeking appropriate consultation when in doubt; maintaining strict personal-professional boundaries in the real and virtual work environment, especially in relation to social media (e.g. Facebook); restricting the use of electronic devices to professional purposes only while in the placement setting

7. **Emotional self-regulation**— attending to one’s emotional reactivity and triggers; taking responsibility for one’s feelings/behavior and avoiding blame; avoiding the expression of raw emotions; being personally and professionally centered when engaging with clients/staff; using appropriate professional language (spoken and written) to filter emotional content; demonstrating a willingness to resolve difficult relationships and modify one’s behavior accordingly; not expecting special consideration or ‘entitlement’

8. **Responsiveness to feedback**— demonstrating non-defensive receptivity to feedback and suggestion; showing a willingness to be self-reflective and self-corrective
Academic Integrity

CSU HONOR PLEDGE - Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course. Through signing your SOWK 688 Field Mid-term Progress Report and SOWK 688 Final Evaluation you are affirming that you have not given, received, or used any unauthorized assistance and that you have completed the required hours for the SOWK 688 Field Placement.

Evaluation Feedback
Students and their field instructors are expected to assess progress throughout the placement and schedule a final evaluation meeting prior to submitting the SOWK 688 Final Evaluation. All student field forms will be available for viewing, approximately 24 hours after they are submitted to the Field Program Office. When logged-in to the online Field Program Database, the completed student Field Forms can be found on student’s placement profile tab.

Use of Technology
All routine Field Forms are accessed on the Field Forms page of the Field Education Program section of the SSW website. Learning Plans, Progress Reports, and Final Evaluations are launched by the student and from the Field Forms page and routed for input and signatures via DocuSign. Instructions for the DocuSign process are linked on the Field Forms page.

Participation
Students are expected to participate in developing their Learning Plan, tracking their own progress on learning goals and cumulative hours completed at the field placement. Students have an active and engaged role in their field instruction and supervision experiences and should be prepared for scheduled sessions with their field instructor/supervisor.

Students are required to complete 675 hours in the field placement between the specified start and end dates (on the Acceptance Contract). The specific schedule for being in the placement should be worked out with the agency supervisor at the beginning of the field placement experience.

XII. APPENDICIES: APPENDIX – SOWK 688 MSW Concentration Field Placement Evaluation Scoring Rubric
## Competencies: Demonstrate Ethical and Professional Behavior

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Behaviors</th>
<th>1-Inadequate No Evidence</th>
<th>2-Novice Emerging Competence</th>
<th>3-Basic Moderate Competence</th>
<th>4-Proficient Strong Competence</th>
<th>5-Highly Proficient Exceptional Competence</th>
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<tbody>
<tr>
<td></td>
<td>a. Model professional demeanor in behavior and all modes of communications.</td>
<td>Lacks professional demeanor in behavior and communications — poor time management, poor or unclear communication, violates agency policy, etc.</td>
<td>Inconsistently demonstrates professional demeanor; time management, communication, and/or adherence to agency policies, procedures, and professional standards.</td>
<td>Routinely demonstrates professional behavior and communication. Improvement needed in some areas.</td>
<td>Consistently demonstrates professional behavior in accord with agency and professional standards. Clear, concise, communication.</td>
<td>Consistently and appropriately demonstrates professional behavior and communication in complex and/or challenging situations.</td>
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<td>c. Provide supervision and consultation to guide others.</td>
<td>Does not demonstrate skills to provide consultation or guidance to others.</td>
<td>Demonstrates basic skills in providing consultation and guidance to others.</td>
<td>Demonstrates moderate competence in supervising, providing consultation and/or guidance to others. Appropriately uses own supervision.</td>
<td>Demonstrates proficiency in supervising others and uses own supervision appropriately and collaboratively.</td>
<td>Demonstrates excellence in supervising others and uses own supervision and peer professionals for consultation.</td>
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<td>Competencies</td>
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<td>Competency Assessment Ratings</td>
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<td>d. Provide leadership in resolving complex ethical dilemmas by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and ethical conduct of research as appropriate to practice.</td>
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<td>Demonstrates understanding of the NASW Code of Ethics, relevant laws, and regulations, and strives to apply in practice and research with support from supervision.</td>
<td>3-Basic Moderate Competence</td>
<td>4-Proficient Strong Competence</td>
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<td>Consistently and appropriately applies the NASW Code of Ethics in resolving complex practice situations, in research practice, and in conjunction with relevant laws and regulations. Demonstrates leadership in appropriate consultation with supervision.</td>
<td>5-Highly Proficient Exceptional Competence</td>
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<td>Competency 2: Engage Diversity and Difference in Practice</td>
<td>a. Critique, synthesize and differentially apply human behavior and social theories to guide advanced generalist practice and recognize how practice choices on all levels can be impacted by cultural context.</td>
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<td>Demonstrates limited understanding about how practice choices on all levels can be impacted by cultural context. Does not seek to increase knowledge, skills or understanding.</td>
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<td>Demonstrates an understanding of human behavior and social theories and how they guide advanced generalist practice. Can discuss how cultural context may impact practice choices.</td>
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<td>Demonstrates the ability to differentially apply human behavior and social theories to guide advanced generalist practice and recognizes how practice choices on all levels can be impacted by cultural context.</td>
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<td>Consistently and appropriately critiques, synthesizes, and differentially applies human behavior and social theories to guide their own practice and recognizes how practice choices on all levels are impacted by cultural context.</td>
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<td>b. Model anti-oppressive practice and critically evaluate the impact of culture, privilege, and oppression, on one’s personal and professional behavior.</td>
<td>Demonstrates limited awareness or understanding of anti-oppressive practice in the context of practice. Does not seek to increase knowledge, skills, or understanding.</td>
<td>Recognizes the impact of culture, privilege, and oppression on one’s personal and professional behavior. Discusses and receives support in supervision.</td>
<td>Demonstrates anti-oppressive practice and critically evaluates the impact of culture, privilege, and oppression on one’s personal and professional behavior. Is able to discuss and incorporate feedback in supervision.</td>
<td>Regularly models anti-oppressive practice and critically evaluates the impact of culture, privilege, and oppression on their own and others’ personal and professional behavior.</td>
<td>Consistently and appropriately models anti-oppressive practice and critically evaluates the impact of culture, privilege, and oppression, on their own and others’ personal and professional behavior.</td>
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<td>c. Provide leadership and actively promote opportunities for diverse perspectives and participation of diverse constituencies.</td>
<td>Does not promote opportunities to include diverse perspectives and participation of diverse constituencies. Does not seek to increase knowledge, skills, or understanding.</td>
<td>Demonstrates an understanding of the value of including diverse perspectives and participation of diverse constituencies. Uses supervision and other opportunities to increase knowledge, skills, and understanding.</td>
<td>Demonstrates emerging leadership and actively promotes opportunities for diverse perspectives and participation of diverse constituencies. Seeks opportunities to increase knowledge, skills, and understanding.</td>
<td>Regularly provides leadership and actively promotes opportunities for diverse perspectives and participation of diverse constituencies. Demonstrates advocacy.</td>
<td>Consistently provides excellent leadership and actively promotes opportunities for diverse perspectives and participation of diverse constituencies.</td>
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<td>d. Adapt interventions in culturally responsive ways that challenge oppressive systems and that show recognition of issues of intersectionality at the micro, mezzo, and macro levels.</td>
<td>1-Inadequate No Competence No Evidence</td>
<td>2-Novice Emerging Competence</td>
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<td>Demonstrates limited recognition of issues of intersectionality at the micro, mezzo, and macro levels.</td>
<td>Demonstrates the ability to adapt interventions in culturally responsive ways that challenge oppressive systems and that show recognition of issues of intersectionality at the micro, mezzo, and macro levels.</td>
<td>Consistently and appropriately adapts interventions in culturally responsive ways that challenge oppressive systems and that show recognition of issues of intersectionality at the micro, mezzo, and macro levels. Is capable of providing leadership and guidance to others.</td>
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<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td>a. Utilize an integrative, anti-oppressive and global perspective to promote human rights as well as equitable access to services and resources for vulnerable groups.</td>
<td>Demonstrates little understanding of how to promote human rights and equitable access to services in their practice setting. Does not seek to increase awareness and understanding.</td>
<td>Demonstrates a basic understanding of integrative, anti-oppressive practice and how a global perspective informs promoting human rights and equitable access to services and resources for vulnerable groups. Seeks opportunities to increase understanding.</td>
<td>Seeks to utilize an integrative, anti-oppressive and global perspective to promote human rights as well as equitable access to services and resources for vulnerable groups.</td>
<td>Consistently and appropriately utilizes an integrative, anti-oppressive and global perspective to promote human rights as well as equitable access to services and resources for vulnerable groups. Provides leadership in the practice setting for others.</td>
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<td>b. Design and implement and lead strategies to redress mechanisms of oppression and discrimination in order to advance social, economic, and environmental justice across systems levels.</td>
<td>Demonstrates a limited understanding of the mechanisms of oppression and discrimination across system levels. Does not seek to increase awareness and understanding.</td>
<td>Is able to recognize the mechanisms of oppression and discrimination across system levels. Seeks learning opportunities to increase awareness and understanding.</td>
<td>Is able to identify and implement strategies to redress mechanisms of oppression and discrimination across system levels in the context of practice. Seeks to increase understanding and competence.</td>
<td>Is able to implement and lead strategies to redress mechanisms of oppression and discrimination in order to advance social, economic, and environmental justice across systems levels. Demonstrates increasing understanding of intersectionality in practice.</td>
<td>Demonstrates the ability to design and implement and lead strategies to redress mechanisms of oppression and discrimination in order to advance social, economic, and environmental justice across systems levels, with a solid understanding of intersectionality at all system levels.</td>
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<td>Competency 4: Engage in Practice-informed Research and Research-Informed Practice</td>
<td>a. Conduct practice in a recursive and research-informed manner.</td>
<td>Demonstrates little understanding of research-informed practice.</td>
<td>Demonstrates emergent understanding of research-informed practice.</td>
<td>Is able to discuss research-informed practice / intervention and its application in practice.</td>
<td>Demonstrates an ability to recognize, critique, and apply practice approaches that are informed by credible research.</td>
<td>Consistently conducts practice with a critical research-informed lens.</td>
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<td>b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and multiple sources of evidence.</td>
<td>Little or no indication of understanding research methods evidence and their relevance to assessing evidence for practice.</td>
<td>Demonstrates limited / emerging understanding of research methods and their relevance to assessing evidence for practice.</td>
<td>Demonstrates a basic understanding of qualitative and quantitative research methods and is able to discuss the relative strength of research evidence and how the evidence may applied in practice.</td>
<td>Demonstrates critical thinking in order to engage in analysis of quantitative and qualitative research methods and multiple sources of evidence in the context of practice.</td>
<td>Consistently applies critical thinking to engage in analysis of quantitative and qualitative research methods and multiple sources of evidence in the context of practice.</td>
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<td>c. Use and translate research evidence to inform and improve practice policy and service delivery.</td>
<td>Does not seek or use research evidence to inform practice.</td>
<td>Demonstrates emerging understanding of how to use research evidence to improve practice policy and service delivery. Is able to discuss application of research evidence at a basic level.</td>
<td>Demonstrates a basic understanding and developing capacity to use and translate research evidence to inform and improve practice policy and service delivery. For example, is able to discuss agency outcomes research and suggest program adjustments.</td>
<td>Demonstrates solid skills in using and translating research evidence to inform and improve practice policy and service delivery. For example, is able to synthesize an array of research findings to inform a decision on selecting an appropriate assessment tool or to advocate for a policy position.</td>
<td>Has a comprehensive understanding and consistently demonstrates using and translating research evidence to inform and improve practice policy and service delivery.</td>
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<td>Competency 5: Engage in Policy Practice</td>
<td>a. Apply multiple social policy analysis frameworks at the organizational local, state, and federal level to understand the implications of policies on well-being, service delivery, and access to services for people living in rural and urban communities.</td>
<td>Is not interested in or is resistant to understanding or analyzing policy and the multiple levels of implications for service access, delivery, and well-being.</td>
<td>Struggles with applying social policy analysis frameworks at any level and in understanding the implications of policies on well-being, service delivery, and access to services.</td>
<td>With consultation and support is able to apply selected social policy analysis frameworks at the organizational local, state, and federal level and is able to discuss the implications of policies on well-being, service delivery, and access to services for people living in rural and urban communities.</td>
<td>Has demonstrated the capacity to apply multiple social policy analysis frameworks at the organizational local, state, and federal level to understand the implications of policies on well-being, service delivery, and access to services for people living in rural and urban communities.</td>
<td>Consistently and capably applies multiple social policy analysis frameworks at the organizational local, state, and federal level to understand the implications of policies on well-being, service delivery, and access to services for people living in rural and urban communities.</td>
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<td>b. Intervene in the policy-making process in order to advocate for clients and constituencies at all levels of service delivery.</td>
<td>1-Inadequate No Competence No Evidence: Is not interested in or is resistant to engaging in policy advocacy. 2-Novice Emerging Competence: Is hesitant to engage with, learning about, and Intervene in the policy-making process in order to advocate for clients and constituencies. 3-Basic Moderate Competence: Is eager to learn about Intervening in the policy-making process in order to advocate for clients and constituencies at some levels of service delivery. Seeks opportunities to practice. 4-Proficient Strong Competence: Is capable of Intervening in the policy-making process in order to advocate for clients and constituencies at all levels of service delivery. 5-Highly Proficient Exceptional Competence: Has a complex understanding and strong capacity to Intervene in the policy-making process in order to advocate for clients and constituencies at all levels of service delivery.</td>
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<td>c. Provide interdisciplinary, collaborative leadership in initiating, promoting and advocating for policies that advance human rights and social, economic, and environmental justice.</td>
<td>Is not interested in or is resistant to engaging in policy advocacy. Struggles with understanding, or is hesitant about promoting and advocating for policies that advance human rights and social, economic, and environmental justice. Understands and seeks to be involved with interdisciplinary, collaborative work to initiate promoting and advocating for policies that advance human rights and social, economic, and environmental justice. Demonstrates the capacity to provide interdisciplinary, collaborative leadership and is involved in initiating, promoting and advocating for policies that advance human rights and social, economic, and environmental justice. Demonstrates strong skills in Providing interdisciplinary, collaborative leadership and is involved in initiating, promoting and advocating for policies that advance human rights and social, economic, and environmental justice.</td>
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<td>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</td>
<td>a. Model effective engagement practices that mitigate personal biases, in order to build productive rapport with client systems that align with professional values.</td>
<td>Struggles with engaging appropriately with clients and client systems. May demonstrate difficulties with boundaries, personal issues interfere, or have poor understanding of ethical practice, Personal biases hinder client engagement.</td>
<td>Struggles with establishing client / client system relationships. With feedback and supervision, skills are improving. Is aware of ethical practice and seeks self-awareness and how personal biases affect client relationships.</td>
<td>Is able to establish meaningful relationships and strives to effectively engage with clients and constituencies, with awareness of their own personal biases. Understands effective engagement practices with diverse client systems.</td>
<td>Demonstrates effective engagement practices that mitigates the effects of personal biases in the context of complex and diverse client systems and their situations and practices in alignment with professional values.</td>
<td>Consistently Demonstrates effective engagement practices that mitigate personal biases, in order to build productive rapport with diverse client systems that align with professional values.</td>
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<td><strong>b. Use differential engagement skills for empathy, reflection, and use of self to effectively and respectfully engage diverse clients and constituencies in complex practice situations.</strong></td>
<td>Struggles with engaging appropriately with clients and client systems. May demonstrate difficulties with boundaries, lack of empathy, fail to understand their role as a professional helper/facilitator.</td>
<td>Struggles with using differential engagement skills, for empathy, reflection, and use of self effectively. May avoid engaging with diverse client systems in complex practice situations.</td>
<td>Demonstrates solid engagement skills for empathy, reflection, and use of self to effectively and respectfully engage diverse clients and constituencies. Seeks learning opportunities and experience with challenging practice situations.</td>
<td>Consistently uses differential engagement skills for empathy, reflection, and use of self to effectively and respectfully engage diverse clients, constituencies and demonstrates evolving skills and confidence in complex practice situations.</td>
<td>Consistently uses differential engagement skills for empathy, reflection, and use of self to effectively and respectfully engage diverse clients, constituencies and demonstrates solid skills and confidence in complex practice situations.</td>
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<td>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</td>
<td>a. Identify, evaluate, select, and potentially modify assessment tools, methods, and approaches in advanced practice with consideration for the needs, backgrounds, and characteristics of clients and constituencies.</td>
<td>Struggles to understand how to evaluate or select assessment tools, methods, or approaches for differing practice situations, diverse client systems, and contexts.</td>
<td>Has some understanding about how to identify, evaluate, select, and potentially modify assessment tools, methods, and approaches in advanced practice. Struggles with considering and integrating needs, backgrounds, and characteristics of clients and constituencies. Consistently seeks learning experiences.</td>
<td>Demonstrates an understanding of how to identify, evaluate, select, and potentially modify assessment tools, methods, and approaches in advanced practice with consideration for the needs, backgrounds, and characteristics of clients and constituencies.</td>
<td>Demonstrates the ability to identify, evaluate, select, and potentially modify assessment tools, methods, and approaches in advanced practice with consideration for the needs, backgrounds, and characteristics of clients and constituencies.</td>
<td>Demonstrates, advanced, well developed skills to identify, evaluate, select, and potentially modify assessment tools, methods, and approaches in advanced practice with consideration for the needs, backgrounds, and characteristics of clients and constituencies.</td>
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<td>b. Collect and critically synthesize multiple points of assessment information (HBSE and other multidisciplinary theory, data from assessment tools, practice experiences, diverse client characteristics, research findings, interviews, etc.) to create a comprehensive assessment.</td>
<td>Struggles with collecting assessment data/information. May base assessments on assumptions. Lacks basic skills.</td>
<td>Collects routine assessment information. Struggles with synthesizing multiple points of assessment information to create a comprehensive assessment.</td>
<td>Demonstrates basic skills in collecting and critically synthesizing multiple points of assessment information to create a comprehensive assessment. There are areas for improvement.</td>
<td>Routinely collects and critically synthesizes multiple points of assessment information to create a comprehensive assessment.</td>
<td>Demonstrates, advanced, well-developed skills to collect and critically synthesize multiple points of assessment information to create a comprehensive, strengths-based, culturally sensitive assessment.</td>
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<td>Competency 8: Intervene with Individuals, Families Groups, Organizations, and Communities</td>
<td>a.  Critically assess and apply appropriate intervention strategies in response to client systems’ unique circumstances and needs.</td>
<td>Has difficulty with connecting assessment information to appropriate intervention responses.</td>
<td>Assesses and applies intervention strategies; struggles with responding to client systems’ unique circumstances and needs.</td>
<td>Demonstrates good basic skills to critically assess and apply suitable intervention strategies in response to client systems’ unique circumstances and needs.</td>
<td>Can critically assess and apply appropriate intervention strategies in response to client systems’ unique circumstances and needs.</td>
<td>Consistently and capably critically assesses and applies appropriate intervention strategies in response to client systems’ unique circumstances and needs.</td>
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<td>b.  Design, lead and implement an intervention strategy based upon assessment data at multiple system levels.</td>
<td>Is unable to design or lead an intervention strategy based on multi-system assessment information.</td>
<td>Is able to discuss intervention strategies based upon assessment data at multiple system levels. Is challenged to lead the intervention.</td>
<td>Demonstrates good basic skills for designing, leading, and implementing an intervention strategy based upon assessment data at multiple system levels. Is eager to improve.</td>
<td>Consistently demonstrates solid skills in designing, leading, and implementing an intervention strategy based upon assessment data at multiple system levels.</td>
<td>Demonstrates comprehensive and well developed skills to design, lead and implement an intervention strategy based upon assessment data at multiple system levels.</td>
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<td>c.  Provide leadership on inter-professional teams, rooted in the social work perspective that promotes collaboration in designing and implementing interventions.</td>
<td>May attend or shadow a social work professional on an interdisciplinary / inter-professional team. Does not actively participate.</td>
<td>Is able to discuss and demonstrate an understanding of inter-professional teams work and distinguish a social work perspective. Demonstrates an understanding of collaboration in designing and implementing interventions.</td>
<td>Participates on inter-professional teams, and demonstrates a social work perspective appropriate to the client system that promotes collaboration in designing and implementing interventions.</td>
<td>Demonstrates leadership on inter-professional teams, rooted in the social work perspective that promotes collaboration in designing and implementing interventions.</td>
<td>Consistently and skillfully provides leadership on inter-professional teams, rooted in the social work perspective and is effective in promoting collaboration in designing and implementing interventions.</td>
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| **Competency 9: Evaluate practice with Individuals, Families, Groups, Organizations, and Communities** | a. Identify measurement tools appropriate to selected research designs. | 1-Inadequate No Evidence  
Is unable to understand or identify appropriate measurement tools for selected research designs.  
Struggles with how to go about identifying measurement tools appropriate to selected research designs. May struggle with various client system levels or in the context of diversities.  
Is able to discuss and demonstrate basic skills in identifying measurement tools appropriate to selected research designs. May be challenged at different client system levels or the context of diversities.  
Consistently identifies measurement tools appropriate to selected research designs at the multiple client-system levels and in the context of diversities.  
Excels in identifying measurement tools appropriate to selected research designs, client system levels and in the context of diversities. |
| | b. Use self-reflection, supervision, and research to regularly evaluate and to improve practice. | Does not effectively use self-reflection, supervision, or research for practice; and may not see a need to improve practice.  
Inconsistently uses self-reflection, supervision, or research to evaluate and to improve practice.  
Demonstrates self-reflection, supervision, and research to evaluate practice. Uses supervision appropriately in seeking to improve practice.  
Consistently and appropriately uses self-reflection, supervision, and research to regularly evaluate and to improve practice.  
Effectively and consistently uses self-reflection, supervision, and research to evaluate and to improve practice. |